

increase in test scores for the 4,000 students who used KidBiz. In comparison, the schools that did not use KidBiz demonstrated a small, non-significant, increase from 32nd to 33rd percentile.

Schools that used the solutions had significantly better scores than the comparison schools.

Parent and Student Communication

The first time they attend *SES Success*, students take an online assessment, developed by MetaMetrics, which establishes a baseline Lexile level. Parents, teachers and school staff receive a copy of these scores via e-mail. Print copies may be requested as well.

As they complete the online activities, students' daily activity scores are tracked and stored. Parents and school staff receive monthly reports on student progress and on time-on-task. For school staff, these reports include information on student reading and Lexile levels, as well as their progress on standards and general use of the program. The reports are simplified for parents, and are also available in Spanish upon request.

Additionally, parents and teachers are notified each time the child makes positive progress.

Eight weeks after the program starts, and once again on the last day of sessions, students take a second and third online assessment. Parents and teachers receive a copy of these scores via e-mail and via mail to the school. In addition, an "anytime, anywhere" available administrative section is available to administrators. Reports can also be mailed to the school each month, upon request.

Location of Services

All services are held in school sites after school hours. Achieve3000 contacts the schools directly to arrange for use of their lab facilities, and enters into whatever agreements are necessary for use of the space. Achieve3000 is prepared to pay any associated fees directly to the school.

Sixteen students work in each lab, under the instruction of two teachers. They meet three times weekly, for 16 weeks. Each session is one hour long.

Evidence of Effectiveness

SES Success has been proven effective by several independent longitudinal studies. The first of these, conducted in Chicago Public Schools, is described in *Impact on Student Achievement* on page 3, above. In this study, schools that used Achieve3000 demonstrated dramatically higher

gains on the end-of-year standardized reading tests (ITBS). This study is summarized briefly above.

In addition, a year-long longitudinal study was conducted by Dr. John Young and Dr. Diane Tracey, Chairperson for the Technology Committee of the *International Reading Association*. This study evaluated the effects of a year-long intervention using KidBiz3000 on fifth grade students' performance in reading, language use, technology knowledge and motivation. Significant gains were made in each of these areas, as evidenced by dramatically increased scores on the Scholastic Reading Inventory and TerraNova tests.

In this project, KidBiz3000 was tested in two conditions – differentiated and non-differentiated. The differentiated condition provided access to KidBiz3000 using its full capability, that is, it provided students with reading materials and follow-up activities at their individual level of reading ability. The non-differentiated condition provided access to the same KidBiz3000 reading material and follow-up activities, but all materials were presented at the students' grade level. Additionally, the study included a control condition in which students did not receive any exposure to the KidBiz3000 learning system.

KidBiz3000 was made available to seven classrooms in the Bayonne district, located in Hudson County, New Jersey, 14 miles from New York City. Four classes received differentiated instruction (n=84) and three received non-differentiated instruction (n=51). Four additional classrooms participated in the control condition (n=84).

The students and teachers participated in pre-testing prior to the KidBiz3000 program implementation. All students in the study took the SRI, TerraNova, and the reading attitude and technology knowledge surveys. Teachers completed their technology surveys in September.

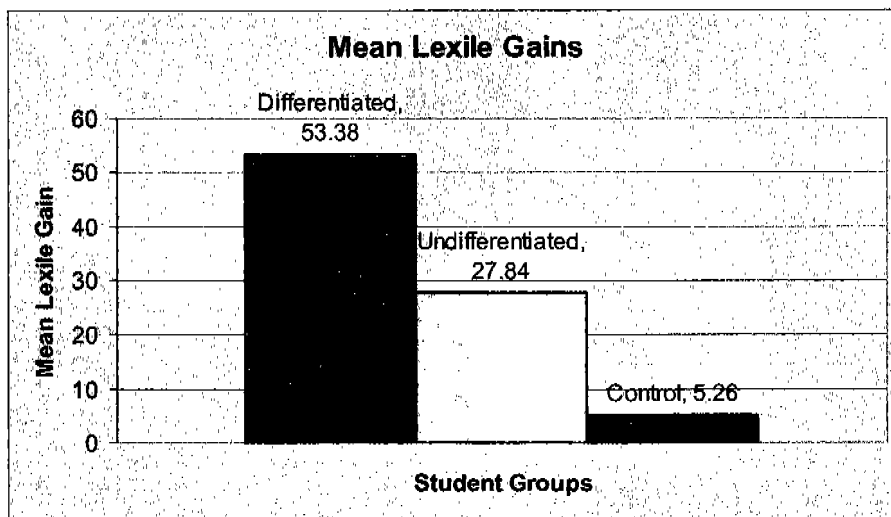
The program was implemented from October, 2003 to June, 2004. Students in the experimental conditions used the program for two 40-minute computer lab sessions per week. Additionally, students who had Internet access at home were able to access KidBiz3000 from there as well. Since the Scholastic Reading Inventory is designed as an assessment tool for

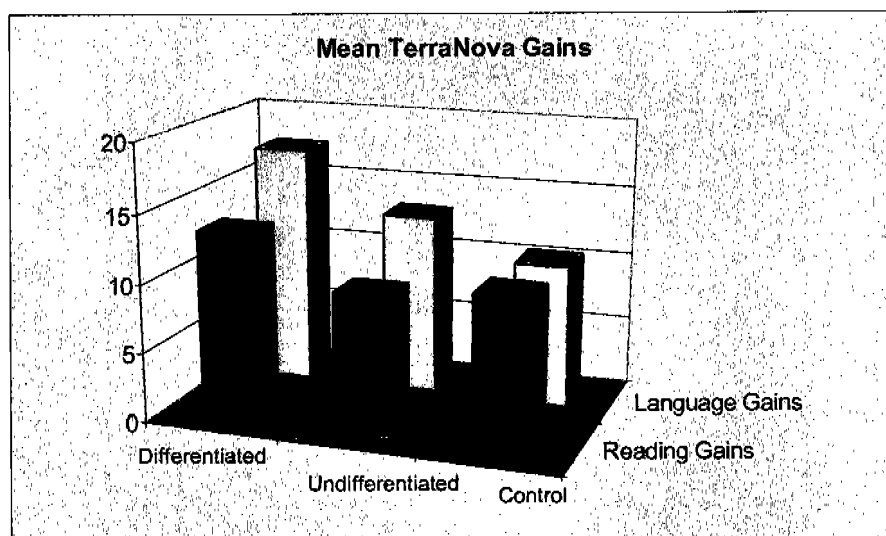
measuring students' Lexile levels and can be used frequently, it was administered quarterly in this investigation. In addition to the pre-testing session in late September 2004, the SRI was also administered in mid-January and late April 2004. In the differentiated classrooms, these scores were used to modify the difficulty level of the passages that students received on KidBiz3000. At the conclusion of the implementation all tests and surveys were re-administered.

When comparing students in differentiated versus non-differentiated classrooms, students in the differentiated classrooms outperformed students in the non-differentiated classrooms on the SRI and TerraNova.

In addition, there were no cases in which students in the undifferentiated condition significantly outperformed students in the control condition. This finding underscores the critical importance of the central component of KidBiz3000 – providing students instructional materials at their correct level of difficulty.

This investigation showed strong, consistent, and positive effects associated with the use of the differentiated “version” of KidBiz3000. Based on these findings, Drs. Tracey and Young concluded that “KidBiz3000 has a positive impact on students’ reading performance and test scores.”



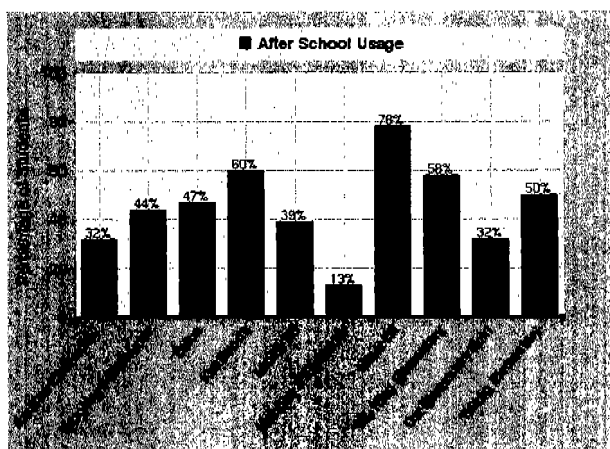


To date, no research studies have been conducted on the use of KidBiz in Michigan. However, internal analyses of DCPS students using KidBiz3000 indicate that those who used the program during the past school year, have made great strides on *DCPS Curriculum Content Standards* for Language Arts. The following chart shows the DCPS schools that were highly active KidBiz3000 users during the 2004-2005 school year, along with each school's overall improvement on DCPS standards, as measured by KidBiz3000's standards-aligned online reading assessments.

School	Initial Mastery of DCPS Lang. Arts Standards (10/04)	Current Mastery of DCPS Lang. Arts Standards (5/05)	Change in Mastery of DCPS Lang. Arts Standards
Amidon	60%	84%	+24%
Bowen	72%	79%	+7%
Brookland	83%	98%	+15%
Kenilworth	71%	86%	+15%
Leckie	65%	79%	+24%
Miner	74%	89%	+15%
Martin Luther King	66%	86%	+20%
Orr	88%	91%	+3%
Seaton	77%	77%	0%
Young	73%	98%	+25%

KidBiz and TeenBiz have been linked to improved student outcomes in the area of after-school academics. Additionally, anecdotal records from teachers and students illustrate its positive effects on student motivation. No formal research has been done in any of these areas, but the following charts and statements provide anecdotal evidence of improved outcomes.

During the 2004-2005 school year, 60% of all KidBiz and TeenBiz users logged onto the system after school hours. Of the eleven DCPS sites that implemented the programs during this school year, nine sites had a significant amount of after-school usage. The percentage of students logging on after school, per building, is indicated in the chart below.



Students use *SES Success* in a computer lab with one teacher and one assistant for every 16 students. Achieve3000 recruits teachers and assistants from the Michigan Department of Education and neighboring private schools. The preferred candidates are teachers or support staff within the district.

Teachers are responsible for training students on the use of KidBiz and TeenBiz, as well as for implementing the daily lessons described throughout this narrative. Teachers must meet the following requirements; Bachelors level college degree in Education, Michigan state teaching certification, minimum 3 years K-12 teaching experience, minimum 1 years experience teaching Title 1 students and Spanish speaking (if necessary, to support Hispanic ESL students).

Assistants supervise student use of the solution. Assistants must hold a High School diploma or equivalent and have completed at least one year of study at a higher education institution.

Teachers attend two three-hour training sessions prior to program start. These sessions cover; overview of the *SES Success* methodology , overview of relevant reading research, lesson planning materials for all five components of effective reading programs, step-by-step lessons on how to use the KidBiz and TeenBiz online reading programs, using rubrics to provide writing and fluency feedback to students, understanding of available reports, technical troubleshooting guidance and interfacing with parents

After completing these training sessions, each teacher must pass a certification, in which they demonstrate knowledge of the reading solutions, and ability to plan phonics, phonemic awareness, vocabulary, comprehension and fluency lessons.

Assistants attend a two-hour training session prior to program start, in which they learn to use the KidBiz and TeenBiz online reading programs.

Teachers and assistants are closely monitored by Achieve3000. Teachers are required to

1. Submit weekly reports on student progress and attendance
2. Attend a monthly conference call to update their manager on implementation status
3. Attend monthly refresher training (held online and at local sites), which focuses on lesson planning and instructional strategies for *SES Success*.

Assistants attend monthly online refresher training courses, which focus on basic use of the online reading program, and strategies for successfully supporting student learning.

Monitoring of Student Performance

During their first *SES Success* session, each student takes an online assessment test – developed by Achieve3000 in conjunction with MetaMetrics – which establishes a baseline Lexile level for each student. The teacher determines an individual reading level goal for each child.

As students participate in *SES Success*, they complete the five-step literacy routine described in *Criteria 1*, above. Each session includes a pre-assigned set of reading and writing activities that are delivered via the Internet and automatically customized for students' individual levels. Each activity is aligned to *Michigan Curriculum Content Standards*, and student performance is tracked.

The instructor receives weekly reports, identifying each child's gaps in specific standards. Parents and school staff receive monthly reports. For school staff, these reports include information on students' reading and Lexile level, as well as their progress on Michigan standards. The reports are simplified for parents, and are also available in Spanish upon request. In addition, the teachers conduct regular in-person meetings with parents in school, after sessions. During these meetings, teachers may explain the reports, comment on individual student strengths and weaknesses, and suggest additional activities for the parent to complete at home.